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ABSTRACT

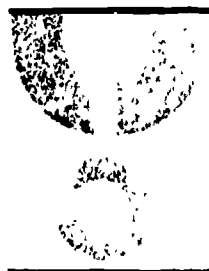
A general foreign language curriculum development guide for the State of Alaska outlines appropriate topics and concepts for instruction, general expected learning outcomes, and sample specific behavioral objectives for four grade groupings: 1 and 2, 3 and 4, 5 and 6, and 9 through 12. Five interdependent language skill areas are emphasized: listening, comprehension, reading, writing, and speaking. The guide is designed to suggest a framework for local school district curriculum development; it is not presented as a fully-developed learning program. (MSE)

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ED267618

FOREIGN LANGUAGE
ALASKA CURRICULUM GUIDE

First Edition



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a special grant from ECIA Chapter II (Block Grant)

Alaska Department of Education

August 1985

U.S. DEPARTMENT OF EDUCATION
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FOREIGN LANGUAGE

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People live as many lives as there are languages
they speak.

After Goethe

PREFACE TO THE SERIES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future as schools use this material to plan and implement programs, its value will be measured by the increased abilities of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. Contributors to specific guides are listed in the acknowledgements sections of those guides. In

one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated by new curriculum regulations. Guides exist in the areas of:

| | |
|-------------------------------|--------------------|
| Kindergarten | Fine Arts |
| Language Arts | Social Studies |
| Science | Computer Education |
| Foreign Languages (Secondary) | Health |
| Mathematics | Physical Education |

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes, and sample learning objectives in three columns. (In the case of Secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning objective is stated for each learning outcome. It is intended that the sample learning objectives are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable learning objectives within the framework of their district topics/concepts and learning outcomes.

The guides are grouped by grade level groupings (except Mathematics) -- grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE TO
FOREIGN LANGUAGE CURRICULUM GUIDE

The study of foreign language helps prepare students to mentally cope with an unknown future as attitudes and values influenced by foreign language are oriented toward the world. Students learn, through the study of foreign language, other value systems and lifestyles as well as different ways of thinking and expressing themselves. Through increased awareness and understanding of other cultures, students learn to appreciate more fully their own cultures. And finally, students of foreign language have the opportunity to become more responsible citizens in their country and their world.

Foreign language learning helps to shape students' values and attitudes toward themselves as well as toward others. In studying a foreign language, students develop good study habits which include: a) learning to deal with complexities; b) learning patience and perseverance; c) attending to detail and precision of work; d) learning to use synthesis and analysis; and e) learning to review their work on a regular basis. Students of foreign language learn that the rewards gained from long-range achievement are far greater and more enduring than instant gratification.

Specific goals of the Alaska Foreign Language Curriculum Guide include the following:

- 1) To help young people employ foreign language as a means of self-expression and communication with others.
- 2) To help young people appreciate, understand and value the cultures of the people who speak a foreign language as a native language.
- 3) To help young people apply the skills of problem solving and decision making through a foreign language.
- 4) To help young people read, write and know how to use the sounds and patterns of a foreign language.

Framework of the Guide

The guide is organized around five traditional language skills: listening, comprehension, reading, writing and speaking. These language skill categories are highly interrelated and interdependent. Overall these categories should be viewed primarily as conceptual distinctions to facilitate planning and implementation. The order of the language skill categories is not meant to reflect the relative importance of each. In addition, the categories of culture (the ability to function in the target culture) and career exploration have been included.

For each category, learning outcomes are displayed as broad-based educational goals which lie on a continuum of specificity. The outcomes represent a sequential flow of content matter and are based on students' developmental patterns. Sample learning objectives are given for the outcome statements, written in behavioral terms and which also reflect a continuum of specificity.

The intent of the sample learning objectives is to suggest possible ways students might be able to demonstrate their mastery of the learning outcomes. It is expected that other objectives will be developed for the same purpose to more accurately reflect local student experiences and abilities, available resources and student needs and interests.

ACKNOWLEDGEMENTS

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

| | | |
|----------------|-------------------|------------------|
| Adak | Galena | Nenana |
| Anchorage | Haines | Nome |
| Annette Island | Iditarod | North Slope |
| Bristol Bay | Kenai Peninsula | Northwest Arctic |
| Copper River | Ketchikan | Pelican |
| Cordova | Klawock | Railbelt |
| Craig | Lower Kuskokwim | Valdez |
| Delta/Greely | Lower Yukon | Yakutat |
| Fairbanks | Matanuska-Susitna | |

State Departments of Education

| | | |
|-------------|----------------|----------------|
| Alabama | Maine | South Carolina |
| Arizona | Minnesota | South Dakota |
| Arkansas | Maryland | Tennessee |
| California | Nebraska | Texas |
| Connecticut | Nevada | Utah |
| Delaware | New Mexico | Vermont |
| Florida | New York | Virginia |
| Idaho | North Carolina | West Virginia |
| Illinois | Oregon | Virgin Islands |
| Indiana | Rhode Island | Guam |

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in an earlier draft of this Model Curriculum Guide. Contributors in foreign language included:

Gladys Foris
Jordonna Hirsh

Laurel Tatsuda
Michael Travis

The department also appreciates the efforts of members of the Alaska Foreign Language Association who reviewed and critiqued an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

| | |
|----------------------------|-------------------------|
| Wolf Hollerbach, Fairbanks | Joe Sanders, Anchorage |
| Jan Monroe, Anchorage | Judy Tolbert, Fairbanks |
| Ethel Nayudu, Juneau | |

In addition, several persons contributed their time to reviewing the 1984 Secondary Foreign Language guide. Their comments and suggestions were used in preparing the 1985 Model Secondary Foreign Language Curriculum Guide. These people include:

| | |
|-----------------------|-------------------|
| Hanna Genaux, AFLA | Tam Agusti-Gisler |
| Wolf Hollerbach, AFLA | Nancy Robinson |
| A.H. Smart | |

The Northwest Laboratory's chief writer for this Secondary Foreign Language Guide was Leslie Crohn. Dr. Lester McKim, Department of Foreign Language, Pacific Lutheran University, was chief consultant to this NWREL team. Dr. Dana Davidson was consultant on matters of child development. Project design and management was by Dr. William G. Savard of NWREL's Assessment and Evaluation Program. Dr. Gary Estes provided overall direction.

Special thanks are due to Gloria Lerma and Andrea Levy for their cheerful and seemingly endless typing and management of details.

FOREIGN LANGUAGE
LEVEL I

| TOPIC/SKILL | LEARNING OUTCOME | SAMPLE LEARNING OBJECTIVE |
|----------------------------|---|---|
| | <u>The Learner will:</u> | <u>The Learner will:</u> |
| LISTENING COMPREHENSION | Understand the target language's sound system as it differs from English. | Recognize specific words and meaningful sentences in the target language. |
| | Understand the sentence structure and word order of the target language. | Recognize correct sentence structure and word order after listening to simple sentences in the target language. |
| | Understand the difference in sound between a statement, a command and a question. | Demonstrate comprehension and retention of learned material. |
| | Understand words and expressions in the target language, including simple commands and questions. | Recognize simple statements, commands and questions in the target language. |
| | | Follow simple directions in the target language, such as "Stand up" or "Sit down". |

FOREIGN LANGUAGE
LEVEL I

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

READING

Understand the written form of words, phrases and sentences in the target language that have been learned orally.

Read aloud simple material in the target language either in chorus or individually (only if the Learner shows signs of readiness).

Understand how to use dictionaries as aids to translation.

Translate simple sentences in the target language into English using dictionaries.

Understand simple messages and stories in the target language.

Answer questions in the target language regarding who, what, where, when and how after reading a passage.

WRITING

Know how to write simple sentences in the target language.

Write simple sentences in the target language from dictation.

FOREIGN LANGUAGE
LEVEL I

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

SPEAKING

Understand how to reproduce sounds, words, and sentences which can be comprehended by the listener using correct pronunciation, stress, rhythm, and intonation.

Repeat sounds, words, phrases and short sentences in the target language after hearing a model (only if the Learner shows signs of readiness).

Understand how to communicate in the target language using simple terms.

Describe a concrete object or make simple statements about the object in the target language after looking at a picture.

Understand how to use the target language for classroom communication.

Ask and answer simple questions in the target language, such as "What time is it?".

FOREIGN LANGUAGE
LEVEL I

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

GENERAL AWARENESS

Understand the need for regular and continuous study and review of language materials and other scholastic subjects.

Submit assigned homework on a regular basis.

Demonstrate accountability for all previously learned language material.

Understand the need to pay close attention to detail, both spoken (acoustic) and written (visual).

Produce neat and correct work in dictation, homework, tests and other assignments.

Understand basic grammatical terms pertaining to the target language.

Identify the following parts of speech: nouns, adjectives, verbs, articles, and subject-verb agreement.

FOREIGN LANGUAGE
LEVEL I

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

CULTURE

Know where the target language is spoken.

Identify and name geographic areas where the target language is spoken, using a map.

Know important aspects of life and traditions in geographic areas where the target language is spoken.

Demonstrate appropriate language and customs related to eating and food preparation in a target language culture.

Understand how countries and cultures influence each other.

List some ways people from the target culture and the American culture influence each other.

Know some of the major current events in areas where the target language is spoken.

Give a brief oral report in English on an important current event from the target culture reported in the news media.

Discuss cultural stereotypes with examples from the target culture as well as the American culture, and examine their relevance and usefulness.

FOREIGN LANGUAGE
LEVEL I

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

CULTURE (cont.)

Understand nonverbal communication and basic communicative styles of the target language.

List the nonverbal ways people interact and communicate in the target language after watching video tapes or films.

CAREER EXPLORATION

Know some occupations and avocations in which second languages are a primary or supportive skill.

Report on occupations and avocations that require skill in the target language.

FOREIGN LANGUAGE
LEVEL II

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

LISTENING
COMPREHENSION

Understand familiar material in new contexts.

Respond to questions in the target language regarding the content of recorded conversation, after listening to a selection given in the target language.

Understand the target language spoken by a variety of voices.

Respond to statements regarding the content of a taped passage in the target language.

Share stories and describe pictures in the target language with other classmates.

READING

Understand an expanding vocabulary in the target language.

Use cognates, word families, synonyms and antonyms in the target language.

Understand how to read familiar materials with an expanding vocabulary related to various aspects of daily life.

FOREIGN LANGUAGE
LEVEL II

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

READING (cont.)

Know how to read unfamiliar material in the target language, appropriate to the learner's linguistic level.

Follow a recipe in the target language and share the product with the class.

Read an unfamiliar passage, magazine article, short story or poem and respond to questions in the target language.

Understand gender, number, verb endings and word order in written material.

Translate sentences that recombine familiar words, phrases and structures from target language into English.

Understand how punctuation and diacritical marks affect meaning.

Use appropriate punctuation and diacritical marks.

WRITING

Know how to write in the target language.

Write sentences read by the teacher, with correct grammar, spelling, capitalization, punctuation and diacritical marks.

Know how to write answers to questions in the target language.

FOREIGN LANGUAGE
LEVEL II

| TOPIC/SKILL | LEARNING OUTCOME | SAMPLE LEARNING OBJECTIVE |
|-----------------|--|---|
| | <u>The Learner will:</u> | <u>The Learner will:</u> |
| WRITING (cont.) | | |
| | Know how to formulate questions using previously mastered linguistic content. | Write a correct response to a question spoken in the target language. |
| | Know how to write short compositions in the target language. | Read a passage and write five questions to ask classmates regarding the content of the passage. |
| | | Write a letter to a friend describing a special hobby or activity. |
| SPEAKING | | |
| | Know how to build on skills acquired in Level I to form questions and commands, narrate actions and apply familiar material to new situations. | |
| | Understand how to use an expanding vocabulary to communicate daily life situations in the target language. | Prepare and present a dialogue to the class, working with a partner. |

FOREIGN LANGUAGE
LEVEL II

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

SPEAKING (cont.)

Demonstrate appropriate command of vocabulary, grammar and structures in the target language.

GENERAL AWARENESS

Understand an increasing number of grammatical terms.

Identify the following parts of speech: personal pronouns, possessives, demonstratives, interrogatives, adverbs, verb tense, direct and indirect objects, modifying and predicative adjectives.

Understand the interrelatedness of language and culture.

Justify the choice of formal or informal pronoun and possessive words of address in terms of some situations and relationships common to the target culture.

CULTURE

Understand important aspects of life and traditions in geographic areas where the target language is spoken.

FOREIGN LANGUAGE
LEVEL II

| TOPIC/SKILL | LEARNING OUTCOME | SAMPLE LEARNING OBJECTIVE |
|-----------------|---|--|
| | <u>The Learner will:</u> | <u>The Learner will:</u> |
| CULTURE (cont.) | <p>Know some current events in geographic areas where the target language is spoken.</p> <p>Understand that proficiency in the target language is a necessary and useful tool for personal communication as well as a contributing factor to international understanding and cooperation.</p> | <p>Identify and describe geographical features which characterize a target language culture.</p> <p>Give a brief report on a facet of a target language culture, such as the monetary or measurement system.</p> <p>Explain why regional speech differences exist in some target language cultures.</p> <p>Prepare a report on important events after reading target country and world organization publications.</p> <p>Plan a trip abroad giving information related to itinerary, passport, visa, customs, regulations, rate of exchange, useful idioms, places of interest.</p> <p>Discuss attitudes and values of Americans toward the target culture and vice-versa.</p> |

FOREIGN LANGUAGE
LEVEL II

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

CAREER EXPLORATION

Know of various occupations that
require different kinds and degrees of
language proficiency.

Report on some people employed in
language related careers.

Interview resource persons who are fluent
in the target language.

Report on places of employment where the
language is used after visiting or
corresponding with these places.

Know about student exchange programs
for high school juniors and seniors
to spend a year or a summer abroad.

Report on student exchange programs after
contacting a program officer in Alaska
and requesting information.

FOREIGN LANGUAGE
LEVEL III

| TOPIC/SKILL | LEARNING OUTCOME | SAMPLE LEARNING OBJECTIVE |
|----------------------------|--|---|
| | <u>The Learner will:</u> | <u>The Learner will:</u> |
| LISTENING COMPREHENSION | Understand materials appropriate to experience in the target language. | Summarize one of the following after listening to a taped passage: 1) a commercial in which a product is advertised; 2) a social conversation between two friends, or 3) a discussion between two people. |
| | Understand the general idea of speech selections containing unfamiliar terms, elements and new vocabulary. | Answer questions after hearing an unfamiliar taped conversation in the target language. |
| READING | Understand an expanding vocabulary in reading selections in the target language. | Fill in missing words or phrases of a familiar passage. |
| | Understand ideas in materials written in the target language. | Write an ending to a story written in the target language. |

FOREIGN LANGUAGE
LEVEL III

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

READING (cont.)

Know how to use the dictionary.

Translate a passage from English into the target language using a dictionary.

WRITING

Know how to write in the target language.

Write a dialogue, skit or conversation in the target language.

Summarize a topic discussed in class in the target language.

SPEAKING

Know how to resolve individual difficulties in pronunciation, stress and intonation.

Recite a brief poem or passage in class, after memorizing and having the teacher or classmates correct mistakes in delivery during practice sessions or rehearsals.

Know how to communicate ideas and information in formal and informal modes.

Make an oral presentation such as a dialogue, skit, discussion, interview or summary.

FOREIGN LANGUAGE
LEVEL VII

| TOPIC/SKILL | LEARNING OUTCOME | SAMPLE LEARNING OBJECTIVE |
|-------------------|---|--|
| | <u>The Learner will:</u> | <u>The Learner will:</u> |
| SPEAKING (cont.) | <p>Know how to use the target language for classroom communication.</p> | <p>Identify orally in the target language the major events, characters, and plot after listening to or reading a short selection in the target language.</p> <p>Give directions on a classroom assignment to another student in the target language.</p> |
| GENERAL AWARENESS | <p>Know some personal memorization techniques.</p> <p>Understand increasingly advanced grammatical terms.</p> <p>Understand language structures as parts of larger systems.</p> | <p>Demonstrate retention of an increasing number of new words and cultural data.</p> <p>Identify the following parts of speech: interrogative versus relative pronouns, tense versus modes, preposition versus conjunction.</p> |

FOREIGN LANGUAGE
LEVEL III

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

GENERAL AWARENESS
(cont.)

Recognize the relationship between a simple tense and the corresponding compound tense; a phrase and its sentence; and the forms of address and certain types of behavior in the target culture.

CULTURE

Understand important aspects of life and traditions in the target culture.

Prepare a written report in the target language on an aspect of the target culture such as social etiquette, education or religion.

Make an oral report in the target language related to the arts and sciences of the target culture.

Hold an election with groups representing the major political parties of the target culture and their views.

FOREIGN LANGUAGE
LEVEL III

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

CAREER EXPLORATION

Know language requirements at the college level, both for undergraduate and graduate programs.

Make a report to the class on language requirements at the college level after requesting and examining a number of university catalogues.

Understand the importance of language proficiency for successful studies in a variety of academic disciplines.

Gather national data on the importance of language proficiency by writing to a university foreign language department or some national foreign language association and report the findings to the class.

FOREIGN LANGUAGE
LEVEL IV

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

LISTENING
COMPREHENSION

The Learner will:

The Learner will:

Understand formal presentations such as lectures or classroom speeches.

Summarize in the target language a talk made by an invited guest given in the target language.

Be able to follow the normally paced conversation of an educated native speaker.

Engage in a 10-minute conversation with a native speaker using questions and responses that are sufficiently accurate to facilitate communication.

Understand speech directed toward native speakers.

Prepare a brief summary after listening to a selected authentic broadcast program in the target language.

FOREIGN LANGUAGE
LEVEL IV

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

READING

Know how to refine and improve acquired reading skills.

Compare and contrast the major characters in a story or fable written in the target language.

Express feelings about a short story or a drama after reading the selection in the target language.

WRITING

Know how to reconstruct information from an oral source through note taking.

Take notes that are accurate in content and grammar in the target language while listening to a report given in the target language.

Know how to write a composition in the target language.

Write a composition on a topic of personal interest that shows organization of ideas and accuracy of vocabulary and grammar.

FOREIGN LANGUAGE
LEVEL IV

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

SPEAKING

Know how to resolve persistent difficulties affecting oral communication.

Make an oral presentation after practice and critique by others to improve vocabulary and grammatical structures.

Know how to communicate ideas and information in the target language.

Analyze a taped radio broadcast to answer who, when, where, what and how questions.

Know how to use the target language for classroom use.

Prepare and orally present a commercial in the target language to the class using appropriate props; discuss with classmates their reactions and judgements in the target language.

Engage in a 10-minute conversation with a classmate in the target language on one or more of the following topics: weather, family, class assignments, school events, current events.

FOREIGN LANGUAGE
LEVEL IV

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

CULTURE

Know various aspects of the target culture as they relate to art.

Make a report in the target language after studying a literary text, painting, or place, including general conclusions regarding its cultural relevance.

Present a dance from the target culture; explain the meaning of the dance and the role it plays in the target culture.

Know some major cultural contributions and historical events of the target culture.

Describe in the target language some of the important national festivities and memorial dates of the target culture.

CAREER EXPLORATION

Understand cultural patterns and how culture, including language, influences and shapes our way of thinking and seeing the world.

FOREIGN LANGUAGE
LEVEL IV

TOPIC/SKILL

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The Learner will:

The Learner will:

CAREER EXPLORATION
(cont.)

Know the various types of college-level study-abroad programs and their general eligibility requirements.

Describe the relationships among national holidays, works of art, the behavior of prominent historical figures and political decisions made by current leaders in the target country.

Report on college-level study-abroad programs after requesting specific information from universities of the Learner's choice.

ALASKA CURRICULUM GUIDE: Foreign Language

| RESPONDENTS | PROBLEMS, ISSUES, CONCERNS | DISPOSITION |
|----------------------|--|--|
| Hanna Genaux AFLA | Title should be <u>foreign</u> language, not <u>second</u> language. | Done. |
| | The model applies only to grades 9-12. | This will be stated in the preface. |
| | The Chinese character cover design is misleading. | We agree this should be changed as the guide applies only to French, Spanish and German. |
| | The quote is inappropriate. | We agree this should be changed as the guide does not apply to Chinese. |
| | The preface should explain to what languages the guide is applicable. | Done. |
| | There are too few outcomes written for the development of grammar skills. | Additional outcomes and objectives have been developed. |
| | "Concepts" should be changed to "skills". | It was agreed that the first column would read, "Topic/Skill". |
| | Ms. Genaux offered specific objectives to be included in the guide. | These were incorporated into the material. |
| | Ms. Genaux feels that Level III is not too difficult (as suggested during the tele-conference) and is appropriate. | Agreed. |

ALASKA CURRICULUM GUIDE: Foreign Language

| RESPONDENTS | PROBLEMS, ISSUES, CONCERNS | DISPOSITION |
|--|--|---|
| Wolf Hollerbach President - AFLA | Objectives need to be sealed down and simplified. | Done. |
| | Eliminate paragraphs dealing with discrete sounds. | Done. |
| | Change concepts to skills. | This first column reads "Topic/Skill". |
| | Change the term "second language" to "foreign language". | Done. |
| | Change the cover design. | We agree this should be done. |
| | Change the proverb. Suggestion: "You live as many lives as you speak languages." Goethe | We agree this should be done. |
| | Include more "general" and "awareness" objectives. | Done. |
| | Mr. Hollerbach submitted a preface and objectives to be added to the guide. | These were incorporated into the material. |
| From a review submitted without a name and attached to Dr. Hollerbach's review | There is a good sequence of objectives but they are applicable to high school only. | Agreed. |
| | The guide should be changed to "foreign language". | Done. |
| | The guide should include objectives that reflect the development of "responsible" and "responsive" citizens--attitude and outlook. | These types of objectives have been included. |

ALASKA CURRICULUM GUIDE: Foreign Language

| RESPONDENTS | PROBLEMS, ISSUES, CONCERNS | DISPOSITION |
|--|--|--|
| From a review submitted without a name and attached to Dr. Hollerbach's review (cont.) | <p>The guide applies to French, German and Spanish only.</p> <p>The guide should include "attitude" concepts.</p> <p>Specific suggestions were made directly on the guide.</p> | <p>Agreed; this correction has been made.</p> <p>Additional concepts in "attitudes" have been incorporated into the material.</p> <p>These have been incorporated into the material to the greatest extent possible.</p> |
| A.H. Smart Nome (Levels I & II only) | <p>There is too much material to cover realistically.</p> <p>The order of Topics/Concepts should be Listening Comprehension, Reading, Writing, Speaking.</p> <p>Items which imply outdated audio-lingual method should be deleted or incorporated into other activities.</p> <p>Speaking should not be forced, or until the student is ready to do so.</p> | <p>The first two levels were simplified.</p> <p>Agreed. Also included were Culture and Career Exploration.</p> <p>Done.</p> <p>Appropriate revisions were made.</p> |

ALASKA CURRICULUM GUIDE: Foreign Language

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|--|--|---|
| A.H. Smart Nome (Levels I & II only) | Do not insist on correct punctuation or it will kill interest in writing. | It was agreed that objectives dealing with punctuation skills were necessary as punctuation and diacritical marks affect meaning. |
| | Students should be encouraged to answer questions in the target language. | Appropriate revisions were made. |
| | A logical sequence is not evident in the guide. | The sequence has been revised. |
| | Objectives dealing with dictation should include the use of dialogues or stories and not disjointed words. | Done. |
| | Specific suggestions were noted directly in the guide. | These were incorporated to the greatest extent possible. |
| Tam Agosti-Gisler Anchorage | Include objectives for retention of material. | Done. |
| | Include objectives dealing with cognates. | Done. |
| | Include objectives that require use of the dictionary. | Done. |
| | Include objectives dealing with geography. | Done. |
| | Include objectives dealing with cultural stereotypes. | Done. |

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|----------------|--|---|
| Nancy Robinson | <u>General:</u> The material is too overwhelming for the new language teacher. | The guide has been simplified to make it more realistic to the average classroom situation. |
| | The guide needs more grammar goals. | Additional outcomes and objectives in grammar have been added. |
| | Include more outcomes for "attitude". | Done. |
| | <u>Level I:</u> The use of the term "varied contexts" is too vague. | This has been deleted. |
| | "Acceptable pronunciation" is too vague. | This has been changed. |
| | Include objectives that check comprehension. | Done. |
| | Career options should be addressed only slightly at level I, and more in-depth at higher levels. | The material has been revised accordingly. |
| | <u>Level II:</u> Language throughout Level II is too vague. | The material has been tightened to make it more precise. |

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: FOREIGN LANGUAGE
Course:
Level: SECONDARY
Grade(s): 9-12
Date: 8-20-85

PERCENTAGE OF
EDUCATIONAL OUTCOMES

Histogram of Percentages

| Objective | N | % | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|--|------|-----|-------|----|----|----|----|----|----|----|----|-----|
| COGNITIVE | : | : | | | | | | | | | | |
| 1.10 Knowledge of specifics | : 15 | 22 | ***** | | | | | | | | | |
| 1.20 Knowledge of ways and means of dealing with specifics | : 1 | 1 | * | | | | | | | | | |
| 1.30 Knowledge of universals and abstractions | : 0 | 0 | | | | | | | | | | |
| 2.00 Comprehension | : 29 | 43 | ***** | | | | | | | | | |
| 3.00 Application | : 19 | 28 | ***** | | | | | | | | | |
| 4.00 Analysis | : 4 | 6 | *** | | | | | | | | | |
| 5.00 Synthesis | : 0 | 0 | | | | | | | | | | |
| 6.00 Evaluation | : 0 | 0 | | | | | | | | | | |
| SUBTOTAL | : 68 | 100 | | | | | | | | | | |
| AFFECTIVE | : 0 | 0 | | | | | | | | | | |
| PSYCHOMOTOR | : 0 | 0 | | | | | | | | | | |
| Not Classifiable | : 0 | 0 | | | | | | | | | | |
| TOTAL | : 68 | 100 | | | | | | | | | | |